Iowa Department of Education

Conversation Starters for 2014-2015

Site Visits for Public Districts

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Board of Education

1. Please introduce yourself by stating your name and number of years you have served on the Board of Education then please tell us a about the district's vision, mission, and goals.

•What role (if any) did you have in writing the vision, mission, and goals?
•What data were used to write/formulate the vision, mission, and goals?

2. How is the district preparing students to be respectful of cultural differences so they will be able to live and work in a diverse environment and global economy?

3. How is the district preparing students to be college and career ready?

•How is the district preparing students for life-long learning such as (employability, financial, health, and civic literacy)?

4. What student achievement data does the board review and what have you learned from the data about the achievement of ALL students in your district? Have you made any programmatic changes based on the data? If so, please share. (If needed, prompt with: Free/Reduced, Racial/Ethnic, ESL, Gifted/Talented, etc.)

5. What district information does the board share with the public and how is this information communicated?

6. The Legislature requires districts to evaluate the Superintendent based on the Iowa Standards for School Leaders. Describe the process and materials used to evaluate the Superintendent and how this process has benefitted the superintendent and the board.

7. In what ways does the board seek input from district stakeholders such as parents, teachers, community members, and administrators? Can you share some examples of those suggestions provided to the board? When was your last needs assessment?

8. Who is the equity coordinator and what have they done in the past five years to ensure equity in programs and employment?

9. What is the district's current focus for professional development? How is the board kept informed of the district's professional development focus and results? What is the current focus of professional development for the board?

10. How is the board helping the district meet its long-range goals? (If needed, prompt: reading, math, science, 21st Century Skills, etc.)

11. Please share what you believe to be your district's:

•   Accomplishments since the last site visit (5 years ago)
•   Changes hoped to be achieved in the next five years
•   Obstacles

CAREER AND TECHNICAL EDUCATION ADVISORY

1. Introduce yourself by stating your name and representation and respond to this question: What do you view as strengths of the district's CTE programs?

2. Is the CTE Advisory committee a regional advisory committee or a local advisory committee? What is your understanding of the role and responsibilities of this committee?

3. What data have you seen regarding the CTE programs and how are these data being used?

4. Describe your involvement in addressing the components required in a CTE Program of Study

•Reviewing Standards and Benchmarks
•Identifying critical competencies
•Reviewing course sequence plans
•Reviewing/approving Technical Skill Assessment Instruments
•Determining Proficiency on Assessments
•Determining who is tested

5 .What changes do you think would be beneficial for the district's CTE programs?

6. What assistance does the district give to students (i.e., internships or job shadowing) to provide opportunities for work-based learning or career guidance?

CAREER AND TECHNICAL EDUCATION (CTE) TEACHERS

1. Please introduce yourself by stating your name, program area, and respond to the following question: What are the strengths of the program area you represent?

2. Please share a few examples of how your program is integrating the nine (9) components of "All Aspects of an Industry" into your curriculum. The components include:

•Planning
•Management
•Finance
•Technical Skills
•Principles of Technology
•Labor Issues
•Community Issues
•Health and Safety
•Personal Work Habits

3. Would all students in your program say they feel safe in the classroom, safe with their peers, and safe in their school? Why or why not?

4. How do you ensure the safety of students in your shop/lab? Describe how teaching and learning of safety components is addressed in your curriculum and program.

5. Give examples of how academic concepts from the Iowa Core are integrated into career and technical courses. What opportunities do you have to collaborate with academic teachers to develop authentic examples of these concepts for use in academic courses?

6. How are you supported in participating in building, district, and CTE content-related professional development?

7. Describe the process you are using toward meeting the six (6) Program of Study criteria in each of your programs? When did you last review these programs? What were your findings? What updates have been made as a result?

8. Tell us about the CTE Advisory committee or council's involvement with CTE programs. Include how the committee assists in addressing Program of Study requirements such as identifying standards and benchmarks, critical competencies, technical skill attainment assessments, and proficiency level.

9. Explain how you assist in gathering/reporting/compiling CTE data for reporting purposes (i.e., data reported in Plus CTE). Do you have opportunity to review DE consultants' feedback? How are end-of-year performance data used in the continuous improvement of your program?

10. Please share what you believe to be your district's:

•Accomplishments since the last site visit (5 years ago)
•Changes hoped to be achieved in the next five years
•Obstacles

CURRICULUM DIRECTOR

1. Describe how the district has clearly articulated a vision for the Iowa Core implementation, including expected results for students? Do stakeholders understand and agree with this vision?

2. Is there a clear and widely shared aspiration that students in special populations will meet the expectations of the Iowa Core at levels commensurate with their peers? How do you ensure equitable access to the Iowa Core and inclusion for all students?

3. How are teachers engaged in high-quality professional development that is designed to rapidly and significantly improve their ability to teach the Iowa Core?

4. Please explain how you design, implement and evaluate professional development in your district? How does the district use data to determine if the professional development has had a positive effect on student achievement? What changes have been made?

5. Describe for us how teachers meet the requirement for collaboration in this district and what changes have taken place instructionally because of the peer review process.

(Iowa Code requires that at least 36 hours annually "outside of the minimum school day," during "non-preparation time or designated professional development time," must be used by "practitioners to collaborate with each other" or "to engage in peer review" activities.)

6. How do you and district administrators monitor whether the activities undertaken at the district level, such as providing professional development and instructional materials, are having their intended impact on instruction?

7. Describe the opportunities teachers have for district and building level conversations about curriculum, including implementation of the Iowa Core.

8. Please share what changes you hope your district will achieve in the next five years.

EQUITY COORDINATOR

1. How does the district notify staff, students, and parents about your role as Equity Coordinator?

2. How as an educational leader do you reflect, respect and celebrate the diversity represented in your school district and in the State of Iowa? What examples can you think of? What are the district's biggest challenges related to diversity and what changes are you currently proposing?

3. How does the district communicate with parents and community members who do not speak English?

4. What community groups, organizations and agencies does the district communicate with and collaborate with in efforts to better meet the needs of its diverse student population?

5. How do students, parents, and staff get information about the district's procedure for processing grievances related to the non-discrimination and harassment policies?

6. What equity/diversity-related issues/grievances have you dealt with in the past year?

7. What are you doing to ensure that students and staff are culturally competent?

8. What systemic processes are in place to ensure that teachers are using multicultural gender-fair approaches in the classroom and that the curriculum includes the contributions and perspectives of diverse racial/ethnic groups, both men and women and persons with disabilities? What strategies are being implemented to increase the number of diverse staff role models for students?

9. What have you learned from your most recent analysis of building, program, and course enrollment data by racial/ethnic background, gender, and disability?

10. What is the process in place to monitor program and course enrollments as well as involvement in extra-curricular activities on the basis of gender, racial/ethnic background and disability? What have you learned from that process?

11. Please share what changes you hope your district will achieve in the next five years.

GENERAL EDUCATION TEACHERS

1. Please introduce yourself by stating your name, grade level or content area, and respond to this question: How do your professional practices align with the vision, mission, and goals of the district?

2. Describe how the district has clearly articulated a vision for the Iowa Core implementation, including expected results for students? Do district stakeholders understand and agree with this vision?

3. Are there opportunities for teachers to assume leadership roles within the district? If so, describe those opportunities. Are all teachers encouraged to assume leadership roles?

4. Describe your teacher evaluation process in the district. What impact does your evaluation have on your instructional practice(s)?

5. Describe for us how teachers meet the requirement for collaboration/peer review in this district and what changes have taken place instructionally because of the peer review process. (Iowa Code requires that at least 36 hours annually "outside of the minimum school day," during "non-preparation time or designated professional development time," must be used by "practitioners to collaborate with each other" or "to engage in peer review" activities.)

6. What does the district do to ensure a safe learning and social environment for ALL students?

7. To what degree is bullying/harassment occurring in your school? What steps has the district taken to address bullying and harassment issues?

8. Sometimes students are teased (harassed) and it can happen in different ways. (i.e., calling names, make fun of someone, teasing in a hurtful way, excluding someone from a group, ignoring someone on purpose, hitting, kicking, pushing, shoving, starting false rumors, threatening messages on email, text, chat room, etc., making sexual jokes about someone, making fun of someone because of their religion, hurtful gestures to someone). In your opinion, how often does this happen at your school?

9. Are students and staff accepting of students who are "different" than themselves (racially, culturally, socioeconomically, physically, etc.)? How is the district preparing staff and students to be accepting of those who are different from themselves (racially, culturally, socio-economically, etc.)?

10. Do students leave this district prepared to live and work in a diverse environment and global economy? Please provide examples.

11. What tools and technology are available in your school and how are they used to enhance instruction and student learning?

12 .How are teachers involved in determining the focus of professional development? How are educators engaged in high-quality professional development that is designed to rapidly and significantly improve their ability to teach the Iowa Core?

13. How is professional learning changing your classroom practices? How is this professional learning designed to incorporate the use of high-quality instructional materials?

14. What student achievement data do you review and what have you learned from the data about the achievement of ALL students in your class(es)? Have you made programmatic changes based on the data? Is so, please share.

15. What steps has the district taken to address achievement gaps?

16. How do you engage parents as partners in their child's education?

17. How do teachers adjust their classroom instruction to meet individual student learning needs?

18. What kind of professional development has your district provided to help you work effectively with diverse learners? Implement multicultural, gender fair approaches to instruction and curriculum? Can you share some examples of how you implement multicultural, gender-fair instructional approaches and curriculum in your classroom?

19. How is this professional learning changing classroom practices?

20. NCLB required question: Describe the process used to maintain security of the Iowa Assessments test materials prior to, during, and after test administration.

21. Please share what changes you hope your district will achieve in the next five years.

HIGH SCHOOL/MIDDLE SCHOOL STUDENTS

1. Please introduce yourself by stating your name and grade and respond to this question: What tools and technology are available in this school and how do teachers and students use the technology? What is your personal opinion of the technology available and how it is utilized at your school?

2. Are you encouraged to develop and use leadership skills in your school? Explain how. Are all students in the school encouraged to develop their leadership skills in one way or another?

3. Describe a method teachers are using to effectively help you learn. How are teachers encouraging/inspiring students to exceed expectations? How are they "raising the bar?"

4. How do you know if you are learning and how do your teachers know if you are learning? How do teachers check to make sure you are learning what you should be learning?

5. What are some examples of how your teachers make the connection between the real world and what you're learning in the classroom?

6. How is the school preparing students for the next level of education and/or workforce/careers? Do you think you will graduate from the district well prepared to live and work in a global economy? (If not, what could the district do better?)

7. Sometimes students are teased (harassed) and it can happen in different ways. (i.e., calling names, make fun of someone, teasing in a hurtful way, excluding someone from a group, ignoring someone on purpose, hitting, kicking, pushing, shoving, starting false rumors, threatening messages on email, text, social media, etc., making sexual jokes about someone, making fun of someone because of their religion, hurtful gestures to someone). In your opinion, how often does this happen at your school?

8. What actions do students take if they are bullied or harassed or see that happening to someone else?

9. Please share what changes you hope your district will achieve in the next five years. (Vision, Mission, and Goals)

INSTRUCTIONAL SUPPORT STAFF

(Paraeducators)

1. Please introduce yourself by stating your name and assignment and describe the collaboration that occurs among yourselves and the classroom teachers with whom you work.

2. Describe the instructional duties assigned to you by your supervising teacher.

3. What is your role when the supervising teacher is out of the classroom for other assignments?

4. Do you feel supported in your role?

5. What training have you had to prepare you for your assignments?

6. Has your performance changed as a result of this training?

7. Do you feel you need additional supports to do your job well?

8. For those of you assigned as a one-to-one paraeducator for a student, how have you been trained to decrease student dependency on your assistance?

9. Sometimes students are teased (harassed) and it can happen in different ways. (i.e., calling names, make fun of someone, teasing in a hurtful way, excluding someone from a group, ignoring someone on purpose, hitting, kicking, pushing, shoving, starting false rumors, threatening messages on email, text, chat room, etc., making sexual jokes about someone, making fun of someone because of their religion, hurtful gestures to someone). In your opinion, how often does this happen at your school?

10. How accepting are students and staff in this school of other students who are "different" than themselves (racially, culturally, and socioeconomically)? Do students and staff believe it is wrong to discriminate against someone because of his/her race, appearance, culture, religion, disability or other reasons?

11. What are the district's/school's expectations of you addressing student behavior and school climate issues, including bullying and harassment?

12. Please share what changes you hope your district will achieve in the next five years.

LEARNING SUPPORT STAFF

1. Please introduce yourself by stating your name and the program you represent and briefly share what you believe to be a strength of your program.

2. Describe how the district has clearly articulated a vision for the Iowa Core implementation, including expected results for students? Do district stakeholders understand and agree with this vision?

3. Please describe the components of the program you represent, including:
•Identification criteria
•Program components
•Transition supports
•Exit criteria

4. How are parents engaged in their child's educational planning and in the transition of their students' plans after high school?

5. What data points are used to determine program effectiveness (academic/non-academic) and what is being learned from these data?

6. Describe for us how teachers meet the requirement for collaboration/peer review in this district and what changes have taken place instructionally because of the peer review process. (Iowa Code requires that at least 36 hours annually "outside of the minimum school day," during "non-preparation time or designated professional development time," must be used by "practitioners to collaborate with each other" or "to engage in peer review" activities.

7. Sometimes students are teased (harassed) and it can happen in different ways. (i.e., calling names, make fun of someone, teasing in a hurtful way, excluding someone from a group, ignoring someone on purpose, hitting, kicking, pushing, shoving, starting false rumors, threatening messages on email, text, social media, etc., making sexual jokes about someone, making fun of someone because of their religion, hurtful gestures to someone). In your opinion, how often does this happen at your school?

8. How accepting are students and staff in this school of other students who are "different" than themselves (racially, culturally, and socioeconomically)?

9. In implementation planning of the Iowa Core, how have leaders prioritized the training of all teachers to align their classroom practice with Iowa Core expectations? Please explain.

10. How do teachers and administrators in this district determine which students are most likely to need the most support to meet the expectations of the Iowa Core?

11. Are you included in professional development concerning the Iowa Core?

12. Please share what changes you hope your district will achieve in the next five years.

PARENTS/GUARDIANS

1. Please introduce yourself by stating your name, telling us about your children in school, and respond to this question: What do you think the district, or your child's school, does well to increase student achievement?

2. How does the district/school involve parents/guardians as partners in their child's education?

3. How do you know how your child is progressing in school?

4. If your child has special learning needs (i.e., special education, English Language Learner, Gifted and Talented, At-Risk, etc.) how does the district accommodate your child in the general education classroom?

5. How does the district support learning experiences for children prior to kindergarten?

6. Describe the transition process that takes place as students move from level to level (Preschool to elementary, elementary to middle school, middle school to high school, high school to post-secondary, etc.)

7. In what ways does the district/school help your child achieve at high levels? Are there any obstacles that stand in the way of your child's learning?

8. How does the district involve a wide range of community members?

9. Sometimes students are teased (harassed) and it can happen in different ways. (i.e., calling names, make fun of someone, teasing in a hurtful way, excluding someone from a group, ignoring someone on purpose, hitting, kicking, pushing, shoving, starting false rumors, threatening messages on email, text, social media, etc., making sexual jokes about someone, making fun of someone because of their religion, hurtful gestures to someone). In your opinion, how often does this happen at your school?

10. How accepting are students and staff in this school of others who are "different" than themselves (racially, culturally, and socioeconomically)? Do students and staff believe it is wrong to discriminate against someone because of his/her race, appearance, culture, religion, disability or other reasons?

11. How are parents' concerns addressed and suggestions used?

12. Please share what changes you hope your district will achieve in the next five years.

PRINCIPALS

1. Describe how the district has clearly articulated a vision for the Iowa Core implementation, including expected results for students? Do stakeholders understand and agree with this vision?

2. How do you seek input from staff, students, parents, and the community? What actions have you taken as a result of input provided by these stakeholder groups? How does the district communicate with parents who do not speak English?

3. The Legislature requires districts to evaluate the Principals based on the Iowa Standards for School Leaders. Describe the process and materials used to evaluate you and how this process has benefitted you and your work as an instructional leader?

4. Explain the teacher evaluation process used in the district. How has it led to positive changes in instruction and student achievement?

5. How are the superintendent and the leadership team deliberately and regularly engaged in discussions about the Iowa Core and how it relates to other initiatives in the district?

6. How do you promote an environment in the school that is safe, healthy, inclusive and caring for all student, staff and families?

7. How have you monitored and investigated the incidents of bullying and harassment in your school over the past year? Describe what you have found. Have the data been reported to the state?

8. What process is in place for people to report a homeless child, youth, or family to the district? Does the district have a formal means of recording homelessness as it occurs throughout the year?

9. What are the processes used by the district and buildings to collect and analyze formative and summative data regarding student achievement and program results? How is data analysis then used to plan next steps?

10. How are district staff engaged in high-quality professional development that is designed to rapidly and significantly improve their ability to teach the Iowa Core?

11. How is this professional leaning designed to incorporate the use of high-quality instructional materials?

12. How is professional learning changing classroom practices?

13. How does professional development prepare all staff to address specific needs of students who have IEPs, are at-risk, potential dropouts, ELL, and/or gifted and talented?

14. Describe for us how teachers meet the requirement for collaboration/peer review in this district and what changes have taken place instructionally because of the peer review process. (Iowa Code requires that at least 36 hours annually "outside of the minimum school day," during "non-preparation time or designated professional development time," must be used by "practitioners to collaborate with each other" or "to engage in peer review" activities.)

15. NCLB required question: Describe the process used to maintain security of the Iowa Assessments test materials prior to, during, and after test administration.

16. Special Education Monitoring Question: How are decisions made about IEP students' placement in classes?

17. Special Education Monitoring Question: In what ways are enrollment patterns in classes monitored in regard to students with IEPs, particularly at the secondary level?

18. Title IIA Required Question: What steps does the district employ to ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers?

19. Please share what changes you hope your district/school will achieve in the next five years.

SCHOOL IMPROVEMENT ADVISORY COMMITTEE (SIAC)

1. Please introduce yourself by stating your name and representation. What is your understanding of the role and responsibilities of this committee?

2. What do you view as the strength of this committee?

3. What kind of information/data do you receive as a SIAC member? What does the SIAC do with the information?

4. What training have you received in understanding and using data?

5. In the recent past, what are some of the recommendations this committee has made to the board of education, in the required areas of:
•Annual improvement goals;
•Major educational needs;
•Student learning goals;
•Long-range goals that include, but are not limited to, the state indicators that address reading, mathematics, and science achievement; and
•Harassment or bullying prevention goals, programs, training, and other initiatives.

6. Were the recommendations approved, and what has been the result?

7. Please tell us how the school and community work together, including sharing resources.

8. Please share what you believe to be your district's:
•Accomplishments since the last site visit (5 years ago)
•Obstacles
•Changes hoped to be achieved in the next five years

SPECIAL EDUCATION DIRECTOR/COORDINATOR
ONE-ON-ONE INTERVIEW WITH SPECIAL EDUCATION CADRE TEAM MEMBER

Note to District Special Education Director/Coordinator: Please be familiar with, and bring to the interview, the following:
•All special education Corrective Action/Action Plans (e.g., I-STAR, Part B Corrective Action Plan, CEIS/Disproportionality, Suspension/Expulsion, etc.)
•District special education data profile
•District Developed Service Delivery Plan

1. How do you/the district provide parent training and support regarding issues in special education?

Achievement Gap

2. What is the district's plan for closing any gaps between student with IEPs and general education students?

3. How has the district determined the root cause of its gaps and what are its findings?

4 .If there are no gaps, how has the district achieved or maintained this?

Corrective Action Plan

5. In what areas (if any) was your district found to be noncompliant?

6. What has the district put in place to change practice and to assure that "practice change" is maintained?

Special Education Profile

7. Are there any Special Education Indicators in which the district is discrepant? What actions are being taken by the district?

District Developed Service Delivery Plan (DDSDP)

8. What was your involvement in the development of the DDSDP? If none, how did you familiarize yourself with the plan?

9. What were some key themes (big ideas) related to providing services in your district that are incorporated in the DDSDP?

10. What was learned from involving stakeholders in the development of the DDSDP and how was it included?

11. How was the DDSDP communicated to others?
•General Education Teachers
•Special Education Teachers
•Parents
•NEW teachers, staff, and parents
•Other stakeholders

12. In practice, how do you provide services along the full continuum of meeting student needs?

13. Please describe the district's philosophy and service delivery/collaboration model at each level (e.g., elementary, middle, high school).

14. What training and support have been provided to the district's special and general education teachers regarding models of collaboration?

15. What training and support has been provided to your special education teachers regarding the Iowa core and students receiving special education?

16. What gaps do you see between current practice and desired practice?

Accessible Instructional Materials (AIM)

17. Does your district have any students who require Accessible Instructional Materials (AIM), such as Braille, audio, large print, etc.? If so, how do you assure that students receive AIM in a timely manner?

18. Are your teachers prepared to support students who require AIM?

SPECIAL EDUCATION TEACHERS

1. Please introduce yourself (name and assignment) and describe how   your teaching practices reflect the vision, mission, and goals of the district?

2. Describe how the district has clearly articulated a vision for the Iowa Core implementation, including expected results for students? Do district stakeholders understand and agree with this vision?

3. In what ways do the district and school ensure that all students have a safe, healthy, and caring learning environment?

4. Describe your teacher evaluation process in the district. What impact does your evaluation have on your instructional practice(s)?

5. Describe for us how teachers meet the requirement for collaboration/peer review in this district and what changes have taken place instructionally because of the peer review process. (Iowa Code requires that at least 36 hours annually "outside of the minimum school day," during "non-preparation time or designated professional development time," must be used by "practitioners to collaborate with each other" or "to engage in peer review" activities.)

6. What does the district do to ensure a safe learning and social environment for ALL students?

7. To what degree is bullying/harassment occurring in your school? What steps has the district taken to address bullying and harassment issues?

8. How does your students' achievement growth compare to that of other students in your building (e.g., TAG, ELL, general education, etc.)?
•How is it measured and monitored?
•How is this data/information communicated?
•How has the comparison changed over the past few years?

9. What is your district's plan to close the achievement gap between general education and students receiving special education services, especially in literacy?

10. What are you currently doing to close the achievement gap between your students and those in general education, especially in literacy? (e.g., evidence-based strategies, using data, adjusting instruction)
•Are your instructional practices different than those in the past few years, and if so, how?
•Are your management practices different than those in the past few years, and if so, how?

11. How do you set rigorous goals for your students? Who is involved in that process?

12. How do you align your instruction, student needs, and the goals you have written?

13. How do you monitor your students' progress toward meeting their goals?

14. Do you have the resources and support needed to help your students meet their goals?

15. What role does the IEP team play in the process of serving students in your building?

16. Describe your teaching interactions with other teachers in your building/district in planning instruction?

17. Please describe how general education and special education staff work together to coordinate instruction and services for students.

18. How does the district ensure that students with IEPs receive instruction from teachers who are certified in the core content areas?

19 .Regarding collaborative teaching:
•What training in collaborative teaching have you been provided?
•How does the district and building assess the effectiveness of collaborative teaching (e.g., the consultative model and the co-teaching model)?
•Are there any barriers to collaborative teaching? If so, what are they?
•How are students supported in a collaborative teaching model?
•How are the students' course grades assigned?

20. As your students progress through school, how are their transitions supported (including those from preschool to elementary, elementary to middle school, middle school to high school, from one building to another, and from one grade level to another)?

21. High School Teachers: Please describe the planning and preparation that takes place for student transition to assure they are college and career ready.

22. Do you know how your District Developed Service Delivery Plan was developed and who was involved?

SUPERINTENDENT

1. Describe how the district has clearly articulated a vision for the Iowa Core implementation, including expected results for students? Do stakeholders understand and agree with this vision?

2. The Legislature requires districts to evaluate the Superintendent based on the Iowa Standards for School Leaders. Describe the process and materials used to evaluate the Superintendent and how this process has benefitted the Superintendent and the board.

3. Describe the process and benefits of the district's administrator mentoring and induction program. How is the effectiveness of the mentoring and induction program determined?

4. How is information regarding finances, student achievement, and other aspects of the district/school communicated to the public?

5. How are student learning data used systemically to improve teaching and student learning throughout the district?

6. What is the process to determine effectiveness of district programs (i.e., G/T, At-Risk, Special Education, ESL, etc.)?

7. How does the district utilize the SIAC? Describe efforts used to seek balanced membership with regard to gender, race, national origin, and disability.

8. Title IIA Required Question: What steps does the district employ to ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers?

9. How do district administrators and teachers determine which students are most likely to need the most support to meet the expectations of the Iowa Core?

10. In implementation planning of the Iowa Core, how have administrators prioritized the training of all educators to align their classroom practice with Iowa Core expectations? Please explain.

11. How are educators in this district engaged in high-quality professional development that is designed to rapidly and significantly improve their ability to teach the Iowa Core?

12. How is this professional learning designed to incorporate the use of high-quality instructional materials aligned to the Iowa Core?

13. How is professional learning changing classroom practices?

14. Is there a clear and widely shared aspiration that students in special populations will meet the expectation of the Iowa Core at levels commensurate with their peers? How do you ensure equitable access to the Iowa Core and inclusion for all students?

15. How is the district providing the necessary support to educators to meet the needs of all students?

16. Please share what changes you hope your district/school will achieve in the next five years.